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## EDITORIAL NOTES.

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THE marvelous development in secondary education in New York city has attracted the attention of all interested in this phase of educational endeavor. One can almost forgive the needlessly long delay in the appreciation of the need for public secondary education when one realizes what great progress is now being made and how intelligent is that progress. Since the election of Mr. Maxwell the work has been systematized, the city has dropped its provincial attitude toward secondary education, the entrance to the teaching profession has been carefully guarded, the pecuniary reward for faithful service has been made more in keeping with the intellectual demands of the profession, and above all it has been made *sure*. In the boroughs of Manhattan, the Bronx, and Brooklyn there are now eleven high schools with an attendance of 13,872 pupils. They are divided into three classes, corresponding to what is generally known as the ordinary high school, Manual-Training High School (including Girls' Technical High School), and High School of Commerce. This mode of classification suggests the difficulty of designating what we generally call the high school, with its provision for a liberal education. In New England this difficulty has been solved by classifying the schools after the German fashion, based on the presence of Greek, and so there are Latin high schools and English high schools. In New York city the solution has been to name the regular high schools in some distinctive way, such as De Witt Clinton, Morris, Wadleigh, etc.

For all high schools except those devoted to manual training and commerce, a uniform course of study has been agreed upon and presents some very interesting points that are worthy of discussion. In the first year the authorities hold to the idea of allowing no electives (except in language) and of having each subject studied for approximately fifty minutes each day. Therefore English, algebra, and biology, including physiology, botany, and zoölogy in different parts of the year, and Latin, or German, or French make up the first year's course. In the second year, the English comes but three times in the week, plane geometry succeeds algebra for four times, Greek and Roman history take the place of the science, but only for three times a week, and Latin or German or French is continued. These are required subjects and consume fifteen hours. The rest of the student's available time may be occupied with a selection from Greek, German, French, Spanish, or chemistry, each of which comes five times a week. In the third year the

hours required are increased to eighteen, apportioned as follows: English, three; Latin, or German, or French, five; English history, two; physics, five; geometry and algebra, three. If a boy is preparing for college and has already taken two foreign languages, he may substitute a third foreign language for physics. Instead of geometry and algebra in this third year, a student may substitute bookkeeping. The electives are: Greek, four; German, four; French, four; Spanish, four; stenography and typewriting, four; bookkeeping, three; economics, three. In the fourth year the number of periods is again reduced to that of the second year, and the subjects, with their times, are as follows: English, three; a foreign language, four; chemistry, or physiography, or botany, four; and English and American history and civics, four. Again, as in the third year, for the science may be substituted a third foreign language by the student who is preparing for college and has already taken two foreign languages. The electives in this year present a wide range. They are: Physics, five; Greek, four; Latin, four; German, four; French, four; Spanish, four; mathematics, four; stenography and typewriting, three; economics, three; domestic science (sewing, cooking, and household economy), three; commercial law and commercial geography, three; additional Latin, or Greek, or English, three; mediæval and modern history, three. Of subjects requiring preparation no student is required to take more than twenty-one periods a week. The subjects which are considered as not requiring preparation are drawing and art study, physical training, and vocal music. The first of these is added to the required subjects for two periods a week during the first two years, and then is removed to the elective list, except for those who propose to enter a training-school, who are advised to avail themselves of the privilege of taking it once a week. Physical training is allotted the equivalent of two periods a week throughout the course, and must be taken by everyone. Vocal music is required for one period a week during the first two years. Therefore, the boy who enters a high school in New York city must, in his first year, in addition to the twenty periods specified in the course, take drawing and art study, two; physical training, two; vocal music, one. Twenty-five periods are thus provided for, four prepared and one unprepared period each day. The requirements for graduation are: A student must have studied at least one foreign language for at least three years, have accomplished satisfactorily all the other required work, and have taken a sufficient number of elective studies, so that the total amount of required and elective studies shall equal three thousand periods of work requiring preparation, and shall extend over not less than three years and not more than six years. The student's proficiency in each subject presented for graduation is determined by the examination conducted by the College Entrance Examination Board.

The course in the first year looks familiar, the provision for the mother tongue, for the foreign language, for mathematics, and for science. Algebra still holds its position in this year, notwithstanding the efforts of many

thoughtful persons to interchange the positions of algebra and geometry in the first two years. Our statutory friend, physiology, is safely provided for and the first year's work is easily arranged. The adherence to the five periods a week suggests that it is still believed that the first year should be a time of testing and drilling with the emphasis upon the acquirement of knowledge rather than its organization. This is, of course, a surface comment for the work can be so arranged in the subdivisions of the subject that there will not be the strain that appears in some schools. That is a part of the organization within the curriculum. This may be seen, for instance, in the time allotted out of the five periods in English to rhetoric and composition on the one hand and to literature on the other. It is noticeable that in the other years the only subjects that are assigned five periods a week are foreign languages or science involving laboratory work. The general plan thus adopted seems wise. One of the best arranged departments is that of mathematics, with the provision for both algebra and geometry in the third year. The student then is prepared to recognize these as phases of mathematics and not isolated subjects as is too often the case. The course in history is also worthy of consideration. It comprises what really is necessary to such a comprehensive knowledge of history as may be reasonably expected from a boy of eighteen, and the number of periods a week indicates that the makers of this course of study appreciated wherein the value of history lies.

The course of study for the High School of Commerce has a special interest on account of the agitation for the recognition of commercial training in secondary school work. We are not content to follow the continental plan of postponing technical education until a good liberal education has been obtained, but in our desire for quick returns we are trying to mix the two. So far the mixture has been very mechanical; the commercial courses in our high schools are hard to defend on any except local grounds. The experiment in New York city is worthy of careful consideration for its success will mean the establishment of similar schools in other large cities. As might be expected, the proportion of required subjects is larger than in an ordinary high school and the number of subjects is greater. The first year's work requires English, four; German, French, or Spanish, four; algebra, four; biology (with special reference to materials of commerce), four; Greek and Roman history, two; stenography, two; drawing and penmanship, two; physical training, two; and music, one. Interesting is the statement that physiology is taught in connection with physical training as well as with biology. In the second year the student must continue his English, three; his German, French, or Spanish, four; his algebra is succeeded by plane geometry, three; and his biology by chemistry, four; to which the explanation that applied to biology of the first year is added. Mediæval and modern history with especial reference to economic history and geography, three; drawing, two; and physical training, two; these make up twenty-one periods of required work as contrasted with twenty-five in the first year. The electives are German, French, or Span-

ish, four; business forms and bookkeeping, three; and music, one. The third year presents the same general changes as in the corresponding year in the general high school. The English, three; German, French, or Spanish, four; algebra and geometry, three; physics, five; English history with special reference to economic history and geography, as in the case of mediæval and modern history, three; physical training, two; these make up twenty periods of required work, and are supplemented by electives comprising German, French, or Spanish, four; bookkeeping and commercial arithmetic, four; stenography and typewriting, four; and drawing, two. In the fourth year the English, German, French, or Spanish, and physical training remain constant, the course in history now comprises that of the United States, and economics and economic geography, four, is added so that only seventeen periods are required work. In the electives, German, French, or Spanish remain the same; a third language, four, is added, also, advanced chemistry, four; trigonometry and solid geometry, four; elementary law and commercial law, four; business correspondence and office practice, four; stenography and typewriting, four; and drawing, two. There is a fifth year which is regarded as supplementary to the regular course and is open not only to those who have passed through the preceding four years, but to all students who have graduated from a high-school course of four years. The general rules of the general high-school course apply to the four years' course in this school and a student is awarded a certificate of graduation at the close of his fourth successful year. The fifth year has only three required subjects: English, three; logic, inductive and deductive, three; and physical training, two. The electives are: a foreign language; advanced mathematics; advanced physics; industrial chemistry; economic geography; nineteenth century history, Europe and Orient, diplomatic history, United States and Europe; banking and finance with transportation and communication; administrative law and national law; accounting and auditing; business organization and management; drawing; each of these has four periods assigned to it; and advanced economics, which has three periods.

This course of study will compare favorably with those of schools on the continent, and the board of education is to be congratulated on the wisdom displayed by those who are responsible for this interesting educational experiment. If space permitted, it would be a pleasure to discuss some of the particularly noticeable features, but this must be postponed that something may be said of the Girls' Technical High School. The course of study extends over two years, the work of the first being, as usual, prescribed. It includes English, five; French, German, or Spanish, five; home and social science (household management, elementary chemistry and cooking, sewing, sanitation, elementary nursing), four; stenography and penmanship, three; commercial arithmetic, three; physical culture and physiology, two; drawing and design, three; music, one. The work in English, French, German, or Spanish is continued during the second year and for the same amount of

time, history (English and American) and civics, three, are added, and physical culture, two; and music, one, as before. It is in the electives that the wide range is found. Here one may take applied art (advanced drawing, color, modeling, carving, design and applications); printing (type-setting, machine and case, proof-reading); dressmaking (with sewing machine and its applications); millinery; commercial course (stenography and type-writing, bookkeeping, correspondence, office economy, or store practice and measurements); physics; library economy, manual course (mechanical drawing, woodwork, paper box making, bookbinding, etc.); to each of which are assigned five periods one week. The minimum number of periods necessary for graduation is 1,400.

Certainly the board of education of New York city can with truth report progress, and Superintendent Maxwell may well be proud of the opportunity which such a position as his affords to give to girls and boys a splendid start toward a useful life.

THIS is the youngest of the provinces of the Commonwealth; of large extent and sparsely settled, it has educational problems peculiar to such conditions. As early as 1872 there was introduced into the legislature a bill providing for free undenominational state schools and a free university, joined to each other by a system of free grammar schools. Of these three links the only one obtained was the first; the influence of the denominations, notably that of the Roman Catholics, defeated the free secondary schools and the university. The state then tried to meet the problem of secondary education by a system of subsidies. In the larger towns there were founded grammar schools which now number ten, six for boys and four for girls. Each of these schools receives £1,000 per annum from the state. The buildings have been erected partly by private subscription and partly by municipal aid. That these may be as commodious and efficient as possible, the state has lent the money at a very low rate of interest. In many of the towns the building debt has been paid off and the government grant is therefore available for salaries of teachers. This amount is supplemented by the fees of the pupils. The decidedly weak spot in the system is the method of government. Each school is controlled by a board of seven trustees appointed by the government, and of these, four are nominated by the governor-in-council and the others by a majority of the subscribers to the funds. They hold office for three years and are eligible for re-election. They are empowered to make regulations for the filling of all vacancies that may occur in their number for the unexpired term of office, for the determination of fees to be paid by the scholars, for the salaries to be paid to the teachers, and generally for the management, good government, and discipline of the school. They may not, however, make regulations which the governor may think are against the best interests of education in the province. The result of such a system is really more

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uneven and the differences between schools are more accentuated than if the choice of trustees were left to the people of the various grammar-school districts. The people ought to participate in the responsibility for these schools, for it is only by such participation that the schools will be popular and become really efficient.

As most of our readers are aware, there is a dual system of organization and administration in the state of New York. In 1784 there was incorporated *THE PROPOSED UNIFICATION OF EDUCATIONAL ADMINISTRATION IN THE STATE OF NEW YORK* that interesting and somewhat ambiguously named body, the University of the State of New York. In 1895 it became a constitutional body. The department of public instruction was established in 1854. These two organizations were supposed to occupy different fields, the public elementary schools being under the department of public instruction, the academies and other institutions of secondary and higher learning under the management of the university. The governing body of the university is known as the board of regents, composed of men of undoubted standing in the state, with able executives in charge of the various departments. Even were it possible that these two bodies might administer in comparative peace their respective departments, such a dual arrangement could not procure for the state the desirable unification of educational effort. Education is one, and the drawing of this arbitrary line accentuates the very evil which in our school system in this country we desire to avoid. The high school is not a separate school, it is only that part of the public-school system which contains the last four grades, and any system of administration which tends toward the isolation of any part of our system ought to be amended at once. As a matter of fact, the separation of the functions of these two bodies has never been practically made, and there has been constant friction. The marvelous development of interest in providing secondary education for all the girls and boys in the state, the desire of each municipality to develop a high school in connection with its elementary schools, thus completing its system, is largely responsible for the many disputes between these bodies. As soon as the high school develops, the control of the department of public instruction ceases, and the officers of the board of regents visit and examine the school, fix its standards, commend it for material aid, and so it becomes a part of the university. The desultory quarreling that has been in progress for some years was brought formally to the notice of the public by a bill introduced into the senate by Senator Stevens, of Attica. The bill is as follows:

SECTION 1. The offices of state superintendent of public instruction and of the deputies of such superintendent are hereby abolished, and the powers, functions, and duties of such offices are hereby continued and invested in the University of the State of New York, and shall hereafter be exercised and performed by its regents, or, as they shall direct, by their officers and appointees and the persons, other than such deputies, now in office as appointees of the present superintendent, and his said appointees shall, subject to the direction and during the pleasure of said regents, con-

tinue in their present positions and receive their present compensation. The present state superintendent of public instruction and his deputies shall be entitled to receive their present salaries until the expiration of the term for which the said superintendent was elected, but they shall hereafter have, exercise, and perform only such powers and duties as the said regents shall expressly direct.

SECTION 2. This act shall take effect immediately.

Another bill, introduced by Senator Brown, is intended to prevent this absorption by the regents and provides that the legislature elected in 1904, a year when a president is elected, shall elect in 1905 nine regents of the university to constitute a state board of education. This body is thereupon authorized to appoint a superintendent of public instruction for five years.

These, then, are the definite proposals arising out of the conflict between the two bodies administering public education. It is clear that the high school has been the immediate cause of this breach. The inspectors responsible to the board of regents in the pursuance of the duties which have been theirs for nearly half a century have encountered the inspectors of the state department, and the high school doubly inspected is in doubt as to whom it ought to show deference. What is perfectly clear is that there is need of unification. Such a dual system would not be tolerated in any other department of state affairs. The conduct of education ought not to be more conservative, more backward, and less business-like than that of the railways, of the banks, or of insurance. That being so, there seems to be but one solution, namely, that the regents, a constitutional body that cannot be eliminated by the legislature, be given control. That the board as at present constituted is perfect will perhaps be doubted, but there seems no good reason why changes in the manner of election, in the number of members, and any other desirable reforms might not be carried out. There is, moreover, the very great recommendation in favor of the board of regents in that there has been an absence of politics in all its work. It is a poor argument to say that because the board as at present constituted is open to criticism, the control of the schools should not be given them. Unify the school system, and then introduce a bill into the legislature to reorganize the board so that it may better perform the great task of providing an economical and efficient system of free public education for the Empire State.